

TESS Updates & PD Opportunities

Career and Technical Conference

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Considerations for Decisions

- ◆ State Statute (Act 1209 of 2011 and Act 709 of 2013)
- ◆ ESEA Flexibility

Considerations for Growth Measures

- ◆ **Rigorous measures:**

- ◆ Exhibit high expectations for student progress toward college- and career-readiness

- ◆ **Between two points in time:** Show learning growth between two points in time

- ◆ **Comparable across classrooms and grade levels:**

- ◆ The measures used to show students' growth for a particular subject are the same or very similar across classrooms within a district or state.
- ◆ The measures used in non-tested subjects and grades are as rigorous as those in tested subjects and grades. In other words, measures used to document student learning growth in art, music, and social studies must be as rigorous as those for student learning growth in reading/language arts and mathematics.

TESS

- ◆ Submitted amendment to USDE for ESEA Flexibility to postpone including student growth data as a part of the rating until 15-16
- ◆ (TEAC) Decision has been made to use Literacy Scores for non-tested teachers

Many districts view Common Core standards and teacher evaluations as separate initiatives. We believe they are inextricably linked by a shared goal.

COMMON CORE STATE STANDARDS

Provide much-needed clarity for academic standards. Define rigor and content kids should be working to master.

TEACHER EVALUATIONS

Our best lever to change teacher practice at scale. Gives teachers clear expectations, feedback and support.



SHARED GOAL

Better instruction for students

TESS

- ◆ Decision has been made to use a soft rating for the summative evaluation until data is received in summer
- ◆ Still have to determine growth measure for kindergarten and first grade teachers, (Possibly grades K-3); special education teachers, and teachers who only teach seniors
- ◆ A definite decision has not been made for “School Wide” positions, i.e, counselors, library media specialists, elementary art, music, P.E. etc.

Managing TESS and LEADS

- ◆ A contract has been awarded to ***Bloomboard*** for our electronic observation system.
 - ◆ Working on a training schedule to work with co-op schedules
 - ◆ Hold 2 to 3 hours to train teachers on system when completing back to school schedules

LEADS

- ◆ Administrator evaluation will be fully implemented in 14-15
 - ◆ Building Principals; Assistant Principals: School SOAR
 - ◆ School and District Leaders (Specialty Admin)
- ◆ The amendment to wait to include student growth until 15-16 includes LEADS
 - ◆ Decision on how to measure growth for administrators has not yet been made
- ◆ A committee has met twice to work on superintendent evaluation

DETAILS

- ◆ How Are Ratings Assigned?
- ◆ What is SOAR?
- ◆ How is SOAR used for Content Area Teachers?
- ◆ PGPs

How Ratings Are Determined

**Professional
Practice**

**Student
Performance**

Performance
Rating:
Observations;
Artifacts/Evidence;
Professional
Growth Plan

**Student
Growth**

**Overall
Summative
Rating**

Determining Overall Rating

Step 1: Professional Practice

Rating determined based on Teacher Performance (observation, PGP, artifacts/ evidence)

Step 2: Student Performance

Review Student Growth Score to determine if meeting threshold

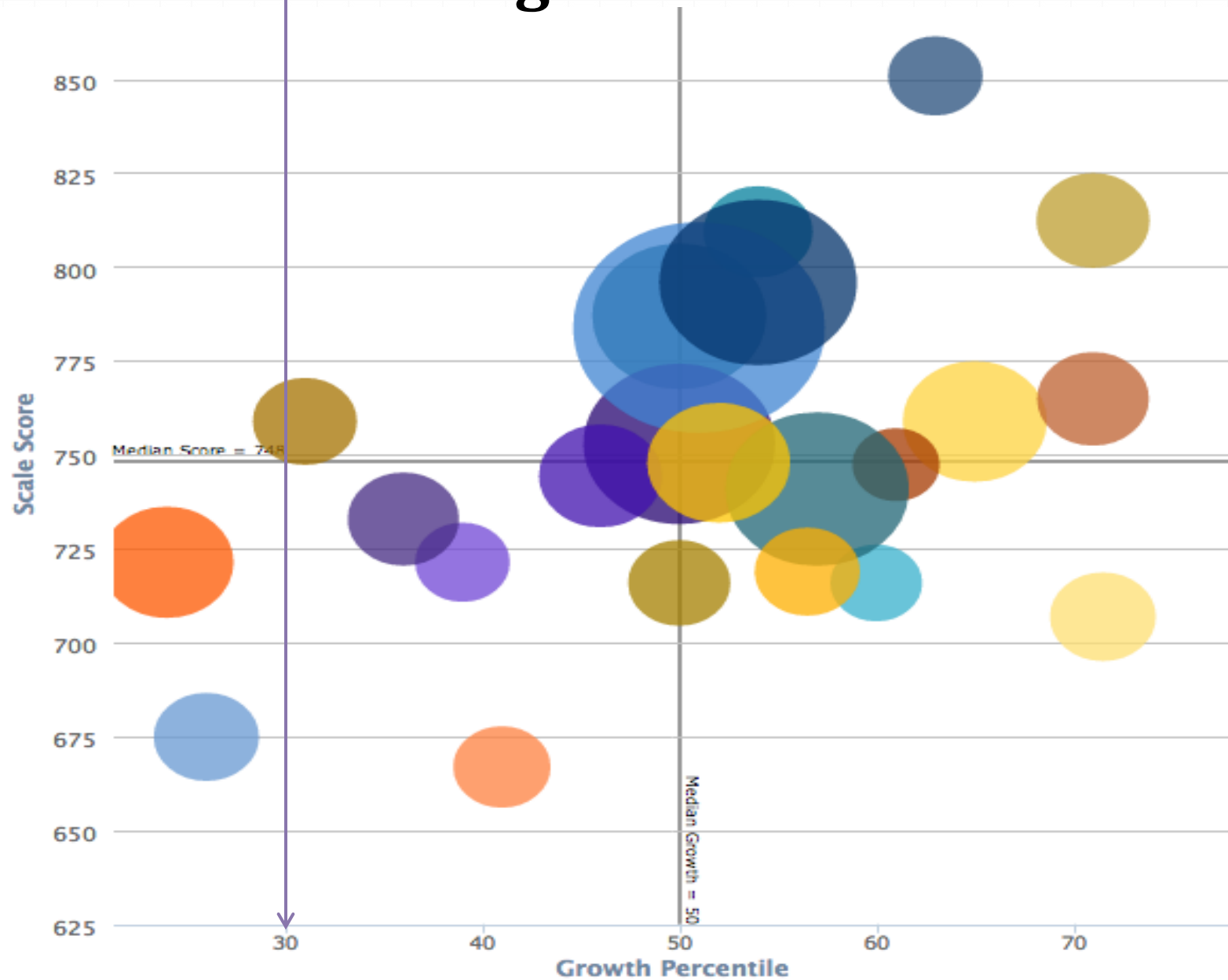
IF YES, rating stays as determined by Step 1

If NO, rating cannot be distinguished; if below SOAR for 2 years, rating lowered a level

**Final Overall Summative Rating
Established**

4/4/2014

Meeting the Threshold



Common Core State Standard Impact

- ◆ *Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects **using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields.** It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them.*
 - ◆ What is the purpose of the literacy standards in the non-ELA classes?
 - ◆ What areas/ courses does “technical subjects” include?
 - ◆ What is expected (in terms of CCSS for literacy) of the teacher in non-ELA classes regarding planning and instruction?
 - ◆ How much responsibility do non ELA teachers have to teach these standards?
 - ◆ How are students assessed on literacy standards from history/ social studies, science and technical subjects on the PARCC assessments?

Student Growth Calculation

- ◆ SOAR

- ◆ Student Ordinal Assessment Ranking –or- Simple Ordered Achievement Rank

- ◆ Description:

- ◆ SOAR is a percentile value assigned as a growth measure between two points in time, for example, growth between last year and this year. SOAR is the percentile achieved most recently by each student, when compared only to other students of the same prior achievement level.

Student Growth ILLUSTRATED

◆ SOAR

◆ (Student Ordered Assessment Rank)



Start with one grade, one test, last year

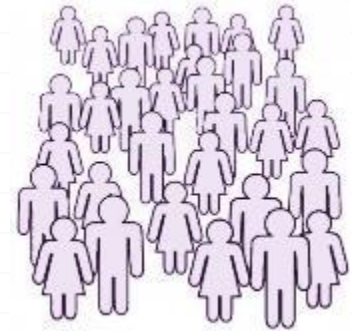


About 35,000 students in Arkansas take each assessment in each grade

Find all the students who have the same score on last year's assessment



Everyone who made 320



Everyone who made 915



Everyone who made 647



Everyone who made 844

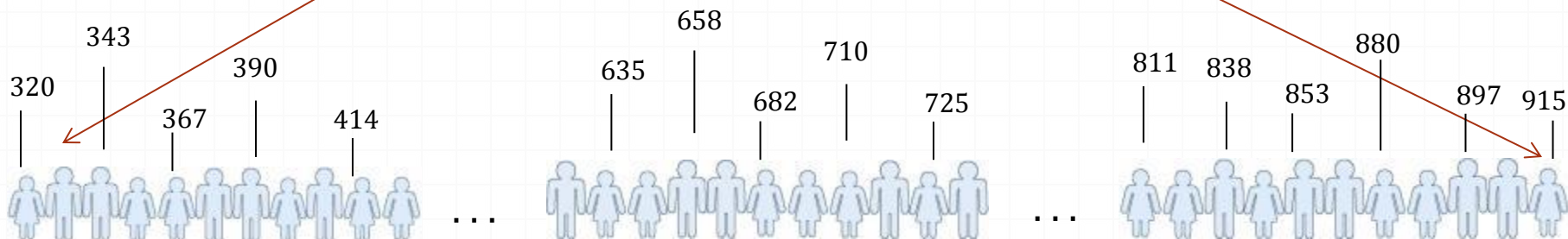
Determine this year's score for each student in the group

(the group is ONLY those who made the same score last year)



Everyone who made 647 last year

Different scores this year



SOAR cont.

◆ Method:

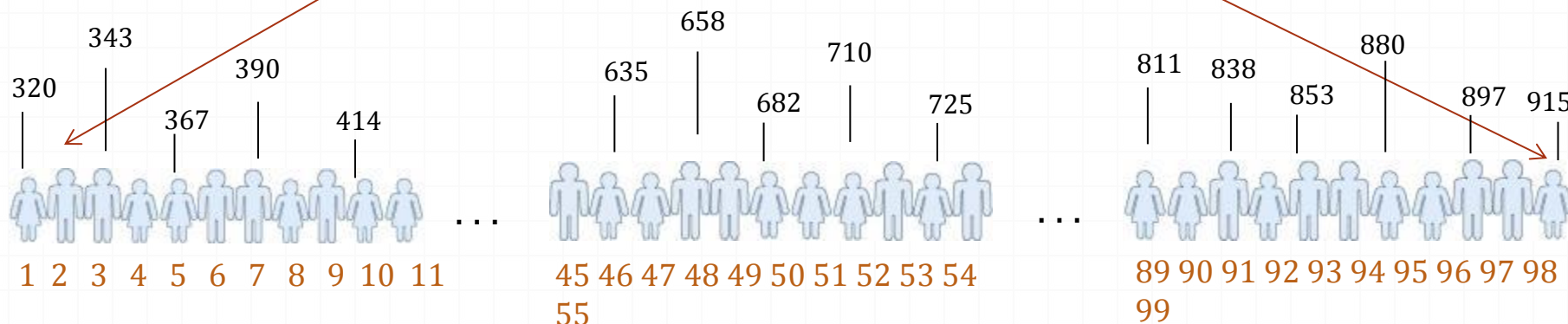
- ◆ Two scores are used for each student in a tested subject, the prior score and the current score.
- ◆ All students with the same prior score are grouped together. Each grouping contains ONLY students with the same prior score.
- ◆ The current score for each student is assigned a percentile ranking (1 to 99) within their specific grouping. Average SOAR for each grouping is 50.

Apply A Growth Percentile For Each Student



Everyone who
made 647 last year

Different scores this year



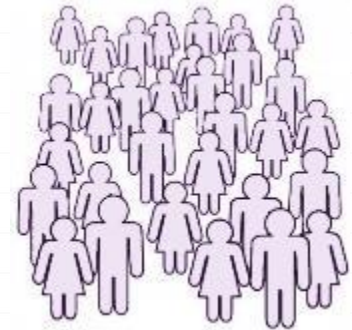
4/3/14

This percentile is the SOAR value

That's It! Repeat for Each Group



Everyone who
made 320



Everyone who
made 915



Everyone who
made 647



Everyone who
made 844

Each student for a teacher has a
SOAR growth value from their
assessments



A teacher's students are lined up by
SOAR to find the median (middle)

13 17 21 34 42 55 62 71 77 77 93



This teacher's SOAR is 55



SOAR cont.

◆ Notes:

- ◆ SOAR is based on a simple ordered ranking of student scale scores on two assessments.
- ◆ Any two assessments in the same subject can be used as the prior and current scores.
- ◆ The scales used in the assessments do not matter. Students with the same prior score will be grouped. It does not matter if the prior score is 340 or 0.135 or 9999.
- ◆ Each separate prior score will be a separate group. All students with prior score X are compared only to each other this year. The SOAR value is the percentile this year for a student within the group who scored X last year.

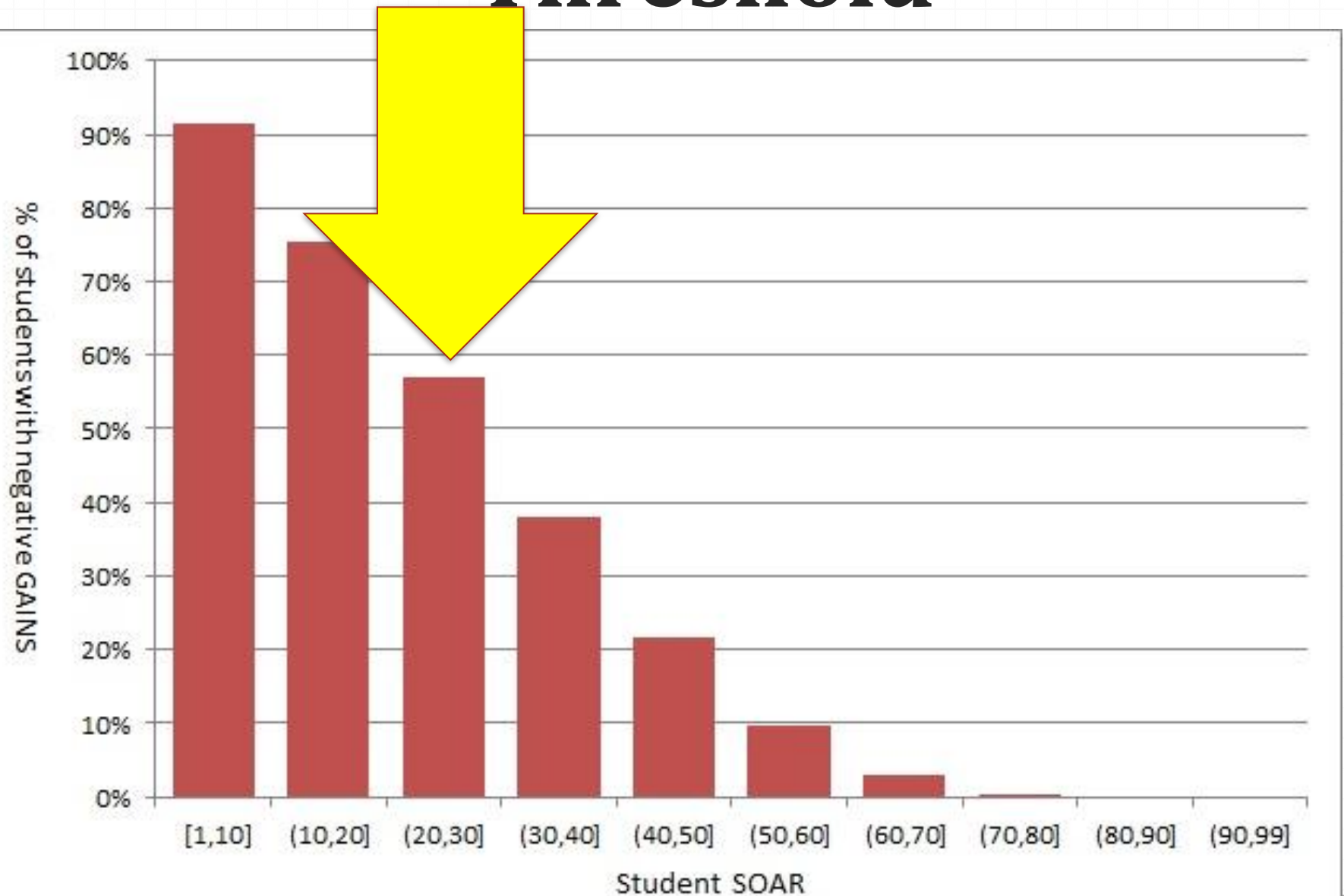
SOAR Quick Facts

1. SOAR is not a growth to standard model.
2. SOAR is based on the SGP model and compares a student to his or her academic peers statewide.
3. A teacher is credited with a SOAR score based on the MEDIAN score of his/her students relative to performance of peer groups statewide.
4. The grouping of students will impact the teacher's SOAR scores.
5. Teachers whose SOAR score is below the 30th percentile have over 50% of their students declining in proficiency.

The Leadership/Learning Matrix

E F F E C T S D A T A		
	<i>Lucky</i>	<i>Leading</i>
	<ul style="list-style-type: none"> ➤ High results, ➤ Low understanding of antecedents ➤ Replication of success unlikely 	<ul style="list-style-type: none"> ➤ High results, ➤ High understanding of antecedents ➤ Replication of success likely
	<i>Losing Ground</i>	<i>Learning</i>
	<ul style="list-style-type: none"> ➤ Low results ➤ Low understanding of antecedents ➤ Replication of failure likely 	<ul style="list-style-type: none"> ➤ Low results, ➤ High understanding of antecedents ➤ Replication of mistakes unlikely
	ANTECEDENTS - ADULT ACTIONS/INTERVENTIONS CAUSE DATA	

Determining the Growth Threshold



Training and Support

Training	Where	When	Delivered By	Resources
*TESS New Admin; *LEADS New Admin	Co-Ops; Make up in Little Rock	Summer 2014	ADE Trainers	Materials provided at Training
*LEADS Specialty Admin	Co-Ops; Make up in Little Rock	Summer 2014	ADE Trainers	Materials provided at Training
Admin TESS Support: Data Literacy (Includes Bloomboard)	Co-Ops; Make up in Little Rock	Summer 2014	ADE Trainers	Materials provided at Training
*Teacher Required Law and Process (Face-to-Face)	Co-Ops or Local Districts	Summer 2014	Co-op Personnel or District Personnel trained as support person	Updated Training Materials on ADE Website
*Teacher TESS 101	Co-Ops or Local Districts	Summer 2014	Co-op Personnel or District Personnel trained as support person	Updated Training Materials on ADE Website; Teachscape FFTPS
Teacher TESS Next Steps: 1. Deeper into Danielson Framework 2. Data Literacy	Co-Ops or Local Districts	Summer 2014	Co-op Personnel or District Personnel	Arkansas IDEAS; ADE Training resource
Disciplinary Literacy (General)	Arkansas IDEAS	June 2014	Tim Shanahan	Arkansas IDEAS
Disciplinary Literacy (Content Specific)	Co-ops	Summer 2014	Arkansas Educators	

Educator PGP's and Professional Development

- ◆ Intent of PGP
 - ◆ Must be about educator's growth
 - ◆ Focuses on individual educator's areas for improvement
 - ◆ Considers the impact an educator's growth will have on student growth and achievement
- ◆ Format of the PGP
 - ◆ Not a strategic action plan
 - ◆ Not an ACSIP plan
 - ◆ Individual development plan re professional growth
- ◆ The PGP and Professional Development
 - ◆ ½ of the educator's required PD should be based on PGP
- ◆ Data analysis (Data Literacy) driving the PGP
 - ◆ Training at co-op this summer

Arkansas Educator Evaluation Systems

- ◆ System as a Formative Process

- ◆ System Pilot

 - ◆ Successes

 - ◆ Challenges

- ◆ System Implementation

 - ◆ Anticipated Benefits

 - ◆ Anticipated Challenges

- ◆ System Changes

QUESTIONS?????